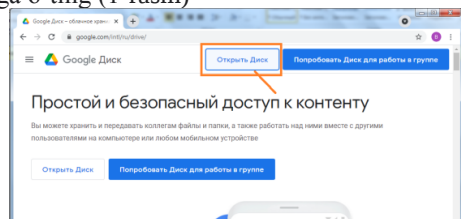


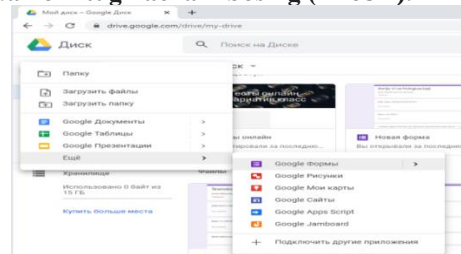
Xususan, test natijalarini tekshirish hamda tashkil qilish ishlari ancha qisqaradi. Agar o'quvchilarda internetga ulangan qurilma: kompyuter, noutbuk, smartfon bo'lsa, hatto uyda ham test jarayonini tashkil etish mumkin [7].

Sinovni qayerda onlayn qilish mumkin? Darhaqiqat, Internetda onlayn so'rovlar va testlarni tashkil qilish va o'tkazishga imkon beradigan ko'plab xizmatlar mavjud. Bundan tashqari, testlarni yaratish va o'tkazish uchun kuchli vositalarga ega bo'lgan maxsus ta'limni boshqarish tizimlari (LMS) mavjud. Biroq, biz Google Forms deb nomlangan bitta xizmatga e'tibor qaratamiz.

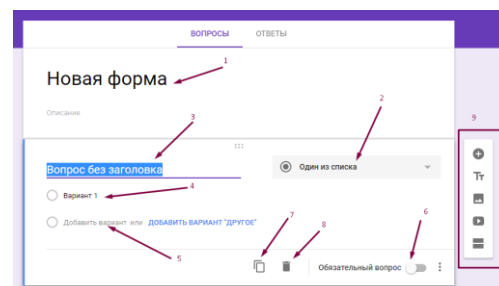
Qanday boshlash kerak? Avval google.com saytida ro'yxatdan o'tishingiz kerak. Ro'yxatdan o'tgandan so'ng, drive.google.com saytida joylashgan Google Drive xizmatiga o'ting (1-rasm)



Bu yerda ko'k tugmachani bosish (1-rasm).



Ochilgan menyuda Qo'shimcha-ni tanlang, so'ngra - Google forms (2-rasm). Shakllarni tahrirlash oynasini batafsil ko'rib chiqamiz (3-rasm). Sichqonchaning chap tugmasi bilan Новая форма iborasini bosish orqali testga nom qo'yiladi (1-ko'rsatkich), keyin savolning turi belgilanadi (2- ko'rsatkich).



(3-rasm). **Google formasni tahrirlash oynasi.** So'ngra **Вопрос без заголовка** iborasini bosish orqali birinchi test savol yoziladi (3- ko'rsatkich). Keyin savolning birinchi javob varianti Вариант 1 tugmachasini bosish orqali yoziladi (4- ko'rsatkich). Ko'pincha, birinchi savol o'quvchining ism-familiyasi va otasining ismi haqidagi bo'ladi. Masalan Familiyangizni, ismingizni va otangizning ismini kiriting. Bunda savolning turi (2- ko'rsatkichga qarang) Text ga o'zgartiladi. Navbatdagi javobni kiritish uchun **Добавить вариант** iborasi bosiladi (5-ko'rsatkish). Yangi savol yaratish uchun asboblardagi panelda joylashgan **Добавить раздел** belgisini bosish kerak. U yerda savolga sarlavha, tavsif, rasm, video va hattoki bo'lim qo'shish, shuningdek har bir javob variantini rasm shaklida o'rnatish mumkin. Buni javob varanti satrning oxiridagi rasm belgisini bosish orqali amalga oshirish mumkin.

Xulosa o'rnida shuni aytish mumkinki, bugungi kunda informatika va axborot texnologiyalari fanini o'qitishda masofadan ishlashga Google Docs «bulutli» texnologiyalardan foydalanish orqali o'quvchilarning fanni o'zlashtirish darajasini oshirishga xizmat qiladi. Shu bilan bir qatorda bugungi o'qituvchi zamonaviy ta'lim texnologiyalari va ilg'or xorijiy tajribalardan foydalanish, Google Docs «bulutli» texnologiyalarni o'quv jarayoniga keng tatbiq etish darajasini oshirish hisobiga ularning kasb mahorati va o'quv-uslubiy faoliyatini sifatli tashkil etish bo'yicha kompetensiyalarini muntazam yuksaltirish davr talabi hisoblanadi.

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REZYUME. «Google Docs imkoniyatlaridan ta'lim jarayonida foydalanish» bugungi kunda informatika va axborot texnologiyalari fanini o'qitishda masofani saqlagan holda amaliyotda qo'llash va foydalanish uchun tavsiya etiladi.

РЕЗЮМЕ. «Использование возможностей Google Docs в учебном процессе» рекомендована к практическому применению в дистанционном формате образования при обучении информатике и информационных технологий.

SUMMARY. "Using the capabilities of Google Docs in the educational process" is recommended for practical application today in teaching computer science and information technology at a distance education format.

O'QITUVCHINING KIMYO FANIDAN O'QUVCHILARNING IJODIY FAOLIYATINI TASHKIL ETISHDAGI ASOSIY VAZIFALARI

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Tayanch so'zlar: ijodiy topshiriqlarni tanlash, talabalarni yechim izlashga jalb etishni ta'minlash, ijodiy hamkorligini tashkil etish, aks ettirishni tarbiyalash, evristik usullarga o'rgatish, umumiy intellektual operatsiyalarga o'rgatish, orientatsiya, konsultatsiyalar.

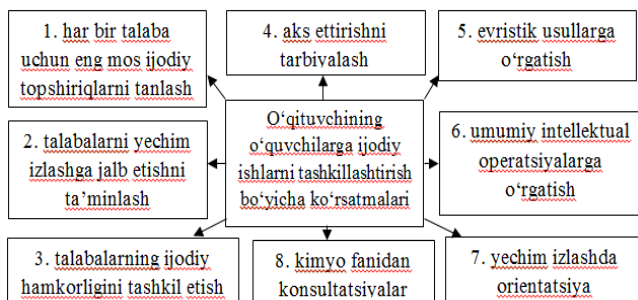
Ключевые слова: подбор творческих задач, вовлечение учащихся в поиск решения, организация творческого сотрудничества, воспитание рефлексии, обучение эвристическим методам, обучение общим мыслительным операциям, ориентировка, консультации.

Key words: selection of creative tasks, involvement of students in problem solution, organization of creative cooperation, education of reflection, teaching of heuristic methods, teaching of general intellectual operations, orientation, consultations.

O'qituvchining kimyo fanidan o'quvchilarning ijodiy faoliyatini tashkil etishdagi asosiy vazifalari uning asosiy tarkibiy qismlarida bir qator yo'nalishlarda o'qituvchining

ish jarayonida amalga oshiriladi (1-rasmga qarang). Bunda sakkizta yo'nalish mavjud: 1) har bir talaba uchun eng mos ijodiy topshiriqlarni tanlash; 2) talabalarni yechim izlashga

jalb etishni ta'minlash; 3) talabalarining ijodiy hamkorligini tashkil etish; 4) aks ettirishni tarbiyalash; 5) evristik usullarga o'rgatish; 6) umumiy intellektual operatsiyalarga o'rgatish; 7) yechim izlashda orientatsiya; 8) kimyo fanidan konsultatsiyalar.



1-rasm. O'quvchilar ijodiyotini tashkil etish bo'yicha o'qituvchi ishining yo'nalishlari.

Keling, tanlangan maydonlarning har birini tavsiflaymiz.

1. Talaba ijodiy topshiriqni mustaqil hal qila olishi, maqsadga muvofiq deb e'tirof etish mumkin. Vazifaning qo'yilishi talabaning uni hal qilishi uchun zarur bo'lgan kimyo bo'yicha bilimi, shuningdek uning kimyoviy ijodkorlikdagi shaxsiy tajribasi bilan belgilanadi. Shunday qilib, agar talaba uni hal qilish uchun ko'p narsani bilmasa yoki masalaning samarali yechimini izlash uchun zarur bo'lgan o'quv kimyoviy ijodkorlik tajribasiga ega bo'lmasa, berilgan vazifani bajarib bo'lmaydi deb tan olish mumkin.

2. Talabalarining yechim izlashga jalb etilishi yechim uchun taqdim etilgan muammoning dolzarbligiga, shuningdek, umuman kimyoviy ijod qilishga bo'lgan motivatsiyaga bog'liq. Biroq, bu yetarli deb bo'lmaydi. Muammoli va nizoli vaziyatda o'quvchilar ko'pincha yordamga ehtiyoj sezadilar. Bu yo'sinda o'quvchilarni yo'naltirish orqali ularda o'z aro ijodkorlik ruhini rivojlantirish tabiiy usul bo'lib hisoblanadi. Talabalar hal qilishlari kerak bo'lgan barcha bilimlarga ega ekanligi haqida xabar berishi ko'pincha foydalidir, sababi bu ularning o'ziga bo'lgan ishonchini oshiradi.

3. Bir necha bor ta'kidlanganidek, ijodiy hamkorlik sharoitida ijodiy jarayon yana ham samarali bo'ladi. Talabalarining ijodiy hamkorligi muammoni tez hal qilishi uchun tashkil etilishi kerak. Hamkorlik har bir talaba uchun masalani yechish jarayonida ijodiy faoliyat muhitida tajriba o'ttirishi uchun zarur. Agar o'quvchilarning ijodiy jarayondagi rollari qat'iy belgilanmagan bo'lsa, bunga erishish mumkin. Masalan, muammolarni hal qilishda bir talaba faqat g'oyalari ishlab chiqaruvchisi, boshqasi do'stining g'oyalarni tanqid qiluvchi, uchinchisi esa faol (hatto passiv) bo'lishiga yo'l qo'ymaslik kerak. Har bir talabaning kimyoviy ijodkorlik tajribasini uning taklif qilingan ijodiy vazifalar ustida faol ishlashi bilan shakllantirish mumkin.

4. Refleksiyani ko'plab psixologlar ijodkorlikning asosiy mexanizmi sifatida qaraydilar, bu butun ijodiy jarayonning ravnaq topishini ta'minlaydi. Yuqorida aytilganlar bilan bog'liq holda, ijodiy jarayonni tashkil qilishda o'qituvchi doimiy ravishda o'quvchilarning harakatlarini tushunish va qayta ko'rib chiqishga e'tibor berishi muhimdir. Bunga o'qituvchining quyidagi savollari va tavsiyalari yordam beradi: "Aytinch, hozir nima qilyapsiz? Yuzaga kelgan qarama-qarshilikning mohiyatini aniq ifodalashga harakat qiling. O'z fikrlaringizning mohiyatini daftarga yozing. Tajriba o'tkazishdan oldin, undan nimani kutayotganingizni va kerakli narsani olganingizni qanday aniqlaganingizni yozing. O'qituvchining o'quvchining harakatlarini qat'iy baholashi refleksiyani rivojlantirishga yordam bermaydi. Shunday qilib, o'quvchilarga ular to'g'ri

yoki noto'g'ri yechim taklif qilganliklari haqida xabar berish o'rinni emas. Bunday baholash ilgari surilgan g'oyalarning mohiyati va ahamiyatini tushunish va qayta ko'rib chiqishni darhol to'xtatadi. Siz hech qachon o'quvchiga u doimo yomon g'oyalarni ilgari surayotganini aytmassiz kerak. O'quvchi ijodiy jarayondagi o'z rolini tushunishi yoki qayta ko'rib chiqishi kerak. O'qituvchiga bunday keskin baho berish o'quvchining ijodiy motivatsiyasini sezilarli darajada kamaytirishi mumkin. Har bir muammoni yechgandan so'ng, o'quvchilar bilan refleksli tahlil deb ataladigan tahlilni o'tkazish foydalidir [1]. Ushbu tahlil davomida talabalar bilan qanday qilib yechim izlaganliklarini va bunga nima xalaqit berganligini muhokama qiling.

5. Evristik usullar (yoki evristika) ijodiy yechim izlashning umumiy qonuniyatlarini hisobga olishga imkon beradi. Talabalarga, masalan, asl g'oya kamdan-kam hollardagina darhol paydo bo'lishini, yechim izlash jarayonida faqat xayolga kelgan birinchi fikrni hisobga olmaslik kerakligini, g'oya hali g'oya emasligini tushuntirish tavsiya etiladi. Umuman olganda, g'oyani eksperimental tarzda amalga oshirish kerak va hokazo. Masalan, o'quvchilar yechim bo'yicha g'oyalarni taklif qilib, ularni unutib qo'ysa, u holda ularga ijod jarayonida xayolga kelgan har bir fikrning mohiyatini tuzatish (yozish) muhimligini tushuntirish maqsadga muvofiqdir. Asl g'oya ko'pincha birinchi navbatda e'tiborga loyiq emasdek ko'rinadi. Agar ayni paytda o'quvchilarga g'oyani eksperimental tarzda amalga oshirish qiyin bo'lsa, bunday tushuntirish qabul qilinmaydi.

6. Ma'lumki, o'qitishda maktab o'quvchilarida umumiy intellektual qobiliyatlarini shakllantirish maqsadga muvofiqdir. O'quvchilar solishtirish, umumlashtirish, mavhumlashtirishni o'rganishlari kerak [2]. Ta'lim ijodkorligi bundan mustasno emas. Shu munosabat bilan o'qituvchi ijodiy jarayonni tashkil etishda o'quvchilarda umumiy aqliy operatsiyalarni o'tkazish qobiliyatini shakllantirishi kerak.

7. O'quvchilarga yechim topish uchun to'g'ridan-to'g'ri ko'rsatmalar berish istisno hollarda bo'lishi kerak. Ehtimol, o'qituvchining ijodiy faoliyatning boshqa yo'nalishlariga muvofiq ishi samarasiz bo'lishi mumkin. Bu o'quvchilar ijodiy faoliyatda yetarli tajribaga ega bo'lmaganligi sababli vazifani hal qilish imkoni bo'lmaganda sodir bo'ladi. Muammoni yechimsiz qoldirish yoki yechimini keyinga qoldirish o'quvchilarning bajargan ishlaridan qoniqmaslikka olib keladi [3]. Bu boshqa muammoni hal qilish uchun motivatsiyani sezilarli darajada kamaytirishi mumkin. Shu munosabat bilan o'quvchilarga masalani o'zlari hal qilganliklari haqidagi fikrni berish foydalidir. Buning uchun ularga kerakli savollar beriladi va kerakli tushuntirishlar beriladi. Oxir-oqibat, o'quvchilar muammoni qanday hal qilishni aniqlaydilar. Biroq, bunday yechimni ijodiy deb atash qiyin. O'qituvchi muammoli-nizoli vaziyatni o'zi to'xtatib tashlaydi.

8. Ba'zi hollarda o'quvchilar masalani hal qilish uchun zarur bo'lgan o'quv materialini bilmasliklari yoki kerakli ko'nikmalarga ega emasligi sababli vazifani hal qilib bo'lmaydi. Bunday hollarda o'quvchilar nimalarni bilmagani yoki qila olmasligini mustaqil aniqlashlari va bu kamchiliklarni darslikdagi tegishli bandlelarni o'qish orqali to'ldirishlari maqsadga muvofiqdir [4].

O'qituvchi tomonidan ijodiy jarayonni tashkil etishning aniqlangan yo'nalishlari orasida eng muhimlarini ajratib ko'rsatish yoki ular orasida ierarxiyani o'rnatish qiyin. Har bir yo'nalishning ahamiyati o'quvchilarning ijodiy izlanish jarayonida qanday vaziyatda bo'lganligi bilan belgilanadi. Agar maktab o'quvchilari muammoni hal qilishdan uzoqlashishga harakat qilsalar (masalan, ular ataylab noto'g'ri yechimni o'rtaga tashlasalar, ular faqat vaqt uchun bellashadi va hokazo sabablar), unda o'qituvchi uchun eng dolzarb narsa o'quvchilarning ijodiy faoliyatini yechim izlash uchun tashkil etish bo'ladi.

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REZYUME. Maqolada o'quvchilarning ijodiy faoliyatini tashkil etishdagi asosiy vazifalaridan kelib chiqib, talabalarning fikrlash qobiliyati, muammoning yechimiga bo'lgan o'ylash qobiliyati hamda ijodiy faoliyat tarkibiy qismlarini o'zida jamlagan holda o'qituvchi va o'quvchilarning o'zaro uzviy bog'liqligi ta'minlanadi.

РЕЗЮМЕ. В статье рассматриваются основные задачи по организации творческой деятельности учащихся способность студентов мыслить, способность нахождению решений проблемы, так как интегрирование компонентов творческой деятельности гарантируют неразрывную связь между учителем и учащимися.

SUMMARY. The article deals with the main tasks of students in the organization of creative activity, the ability of students to think, the accuracy is ensured.

DIFFICULTIES OF TEACHING MIXED ABILITY CLASSES

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Tayanch so'zlar: har xil ko'nikma darajali talabalar, hamkorlikda o'rganish, motivatsiya, materialni loyihalash, do'stona muhit, yuqori darajadagi talabalar, quyi darajadagi talabalar, loyiha ishlari, juft bo'lib ishlash faoliyati.

Ключевые слова: студенты с разным уровнем, совместное обучение, мотивация, конструирование материалов, дружеская атмосфера, студенты высокого уровня, студенты низкого уровня, проектные работы, парная работа.

Key words: mixed ability students, collaborative learning, motivation, material designing, friendly atmosphere, higher level students, lower level students, project works, pair work activities.

In the development of education system the main attention has been given to the improvement of students' knowledge and potential particularly, the learners who are studying foreign languages are under the spotlight. Preparing mature personnel for the next generation is not straightforward process so that teacher's role is crucial in the sphere of education. Qualitative knowledge, different methods, effective involvement and cooperation are key factors of providing knowledge with students who study at Higher Institutions. However, in teaching process teachers encounter some problems related to the learners' levels.

In the classroom there are mixed level students whose knowledge is dissimilar with each other due to lack of preparation to the subject, being inattentive while the new theme is being explained or other issues can be influenced on this process. Moreover, teaching a large number of students is difficult for educators to have control over the situation and is usually complained by the students [1:914]. Teachers have difficulty with managing the classroom and allocating the time to each learner. They should satisfy learners needs and support them in the learning process while they are having difficulty in understanding the new theme. Even though, in some situations teachers only draw attention to the learners who are poor at the subject matter. As a result, this causes some problems for higher level students. Perhaps, they contemplate that they are losing their time just sitting and listening the teacher in the classroom. In addition to these, higher level students are discouraged and they have no interest to learn anything during the lesson. Undoubtedly, this is extremely tough circumstance for teachers to take all of these challenges into account.

It is crucial to mention that students can see the beneficial sides of studying in mixed level classes as well particularly, lower levels get substantial advantages of it. Firstly, they can improve their knowledge on topics which they learn by means of discussing and collaborating with higher level students. While discussing they can share their ideas and comprehend the topics deeply since there are some students who do not sometimes understand teacher's explanation. Debating creates more opportunities for students who have lack of knowledge on the sphere. Furthermore, collaborating is a great way of asking questions and working together that assists students to be more active during the lesson. Scholars B.L. Smith and T.MacGregor pointed out “Collaborative learning” is an umbrella term for a variety of educational approaches involving joint intellectual effort by students, or students and teachers together. Usually, stu-

dents are working in groups of two or more, mutually searching for understanding, solutions, or meanings, or creating a product. Collaborative learning activities vary widely, but most center on students' exploration or application of the course material, not simply the teacher's presentation or explication of it [2:9]. Therefore, students can learn from their groupmates without any challenges by sharing and asking misunderstandings which occur during the learning process. It is commonly known that some introverted students do not want to ask any questions or exchanging ideas, emotions while the theme is being introduced. Subsequently, their knowledge declines to the lower positions rather than extroverted students due to being reserved, lack of confidence, and not accepting new information on time. For these reasons, it will be better if students cooperate with their peers with the aim of stimulating curiosity about the lesson and engaging in the classroom with an overwhelming desire. Additionally, collaborative learning is considered as one of the vital ways of taking responsibility for the team. When students do teamwork activities, they can learn how to be responsible for tasks and support their team members especially, weaker ones who are hopeless at executing assignments correctly. Lower level learners who study in the mixed ability classes can enhance comprehension skills by means of talking with groupmates, exchanging information and sharing different ideas.

Even though mixed ability classes include many advantageous sides, the greatest detriments are caused in the learning and teaching process of English language. Different level classroom problems demand serious attention from educators with the aim of treating all students in the same measure. There is a paradox; Should teacher draw attention to higher level students or lower levels more? Should he/she apply variety of methods for each student or the same ones? These are real disadvantages of mixed level classroom that both teachers and learners can suffer from these tricky positions. There are some key drawbacks that are leading causes of difficulties of this classroom.

Lack of motivation. Giving encouragement is a useful way of teaching language effectively but most students who study with different abilities have lack of motivation to gain knowledge. Since, lower levels demotivate when cannot comprehend the new theme, express feelings for the topics, or give feedback like other advanced level students. As a result, they reckon that they are not good enough to be gifted students and any attempts are abandoned in learning. Researchers Trang and Baldauf identified factors such as